

A LEADERSHIP ASSESSMENT OF FIRE CAPTAINS IN THE HONOLULU FIRE DEPARTMENT'S 4TH BATTALION/1ST PLATOON

EXECUTIVE LEADERSHIP

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ABSTRACT

Leadership! What is it? Why are some “leaders” more successful than others in accomplishing their objectives? What “leadership qualities” do these individuals have that contribute to their success? And, what can others do to improve their leadership skills? Organizations continually strive to find the answers to those often asked questions.

The Honolulu Fire Department (HFD) faced a similar dilemma. To date, no assessment has been conducted to determine the leadership skills of HFD Fire Captains. The purpose of this applied research project was to identify essential leadership qualities and through a survey, assess the leadership qualities of each Fire Captain in the 4th Battalion/1st Platoon. The results were to be used to enhance their positive leadership qualities and to improve on their weaker leadership traits.

This study used a descriptive and evaluative research methodology. The following research questions were addressed.

1. What do HFD fire fighters in the 4th Battalion/1st Platoon feel about the leadership qualities of their respective Fire Captains?
2. What do HFD Fire Captains in the 4th Battalion/1st Platoon feel about the quality of leadership they provide to their men?
3. What can HFD Fire Captains in the 4th Battalion/1st Platoon do to enhance their leadership abilities?
4. What can HFD do to assist their fire officers in enhancing their leadership skills?

The procedures used for this research project were accomplished in three phases. Phase I consisted of identifying, through research, “essential leadership traits/skills”. Four “essential leadership skills” were identified, they were: Human Relations Skills, Technical Skills, Administrative Skills and Decision-making Skills.

A survey questionnaire was then developed to assess the four “essential leadership skills”. The survey questionnaire used a rating scale of “0” for Not Observed, “1” for Strongly Disagree, “2” for Disagree, “3” for Agree, and “4” for Strongly Agree to record observations. The survey questions were also designed so that “ideal traits” were ratings of 3’s and 4’s. A pilot test of the survey questionnaire was then conducted before proceeding to phase II.

In phase II, fire fighters of the 4th Battalion/1st Platoon used the survey questionnaire to assess their respective Fire Captains. Eight of the nine Fire Captains assigned to the 4th Battalion/1st Platoon volunteered to participate in the survey.

Phase III involved compiling and evaluating the survey results then discussing the results with each Fire Captain. In order to get the Fire Captain’s perspective of the survey, each Captain completed a Feed Back Questionnaire.

The leadership assessment results appeared to be tremendously positive. It was reassuring to sense that fire fighters had trust and confidence in their Captain’s leadership abilities.

Generally, Fire Captains received overall ratings of “ideal range” for both Human Relations and Technical Skills categories. Those ratings indicated that the Fire Captains displayed the ability to understand people and being able to work with and through them.

Captains were also perceived as being knowledgeable in their job and the work they supervised.

The Administrative and Decision-making Skills were rated “below ideal range”. Fire fighters rated the Administrative Skills category “below ideal range” because they perceived Captains needed to improve in the areas of planning, organizing, and controlling work place activities.

The Decision-making Skills category was adversely affected because fire fighters indicated that they could not discern a consistent method or process in which Captains made their decisions. There were implications that fire fighters wanted more involvement in the decision-making process.

Although the “Human Relations” category was rated in the “ideal range”, particular attention must be paid to the sub-categories of “Motivator” and “Human Behavior”, because both were rated “below ideal range”. The “Motivator” category was affected by a low rating in “Enthusiasm and Teamwork”. Fire fighters perceived their Captains needed to display more energetic and enthusiastic in developing and encouraging a work unit that works well together.

“Human Behavior” also affected the overall rating of the “Human Relations” category. Fire fighters felt that their Captains needed to adopt and portray a friendlier, approachable demeanor and to be more empathetic towards their problems and concerns.

The Feed Back Questionnaire provided responses from each Fire Captain’s perspective. Even though none of the eight Captains surveyed had previously participated in a leadership assessment, majority of them agreed with the survey assessment of their personal leadership traits. One Captain even remarked that the survey

“ratings were close to actuality”. Other responses included statements like: “[survey] makes you aware of weaknesses that can be worked on” and “it [survey] provides an opportunity for self-analysis and areas for improvement”.

Most of the Captains were very positive with the survey results and were willing to undergo another similar assessment in a year. Another Captain also made an interesting remark when he stated, “all officers [in the HFD], from the Fire Chief to the Fire Captain, should undergo a similar assessment”.

In addition to some startling information the Feed Back Questionnaire provided, the survey produced some “unexpected findings”. The most significant finding was having the ratings of two Captains assigned to a multi-company station (housing an engine and ladder company), being comparatively lower than other officers in the battalion. This finding raises more questions than answers to probable causal factors. Explanations for this survey result would merely be speculations. Discovering the answer(s) require additional research, further investigation and analysis.

Even though the HFD has never conducted a leadership assessment of their Fire Captains, the survey results provided indicators that led to the following recommendations.

1. The HFD should capitalize on the positive mood of the surveyed Captains, their acceptance of their depicted strengths and weaknesses, and their willingness to use the survey for improving themselves.
2. The HFD should seek assistance from personnel specialists in the City’s Department of Human Resources in identifying “essential leadership skills” for fire officers. Identification of “essential leadership skills” can be used to “upgrade or

customize” performance evaluation forms specifically for the HFD, as opposed to the generic form currently used for city-wide evaluations. Secondly, “essential leadership skills” identified can serve as a benchmark for all HFD officers to achieve and emulate.

3. The “essential leadership skills” should be included in the Department’s Fire Officer Training Program as a means of indoctrinating “all officers” of the “essential” components of leadership. The HFD should also include company and chief officers in the Fire Officer Training Program.

4. The HFD should reinforce and maintain the “ideal Human Relations and Technical Skills” of their Captains.

5. The HFD should strive for improvement in “Administrative and Decision-making Skills”. Improving company officer skills in utilizing the HFD Form 26A to prioritize work plans for the company would enable all company personnel to review a schedule of activities in advance to facilitate timely accomplishment of assignments.

6. The HFD should emphasize to all Captains of the importance of timely and consistent decision-making. Captains should also include fire fighters in the decision-making process. And,

7. The HFD should investigate the implication that individual Captain’s traits/skills may impact overall company and/or station operations at multi-company stations.

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INTRODUCTION

David Bradford in describing his image of a leader, states, “In thinking about it, my ideal of a leader is a person who would really be looked up to by those around him as a model for their lives and for help and guidance. Many people might even have kind of an awe or reverence for him”. (1984, p. 27). So what is it about these “leaders” that their subordinates regard them with awe or reverence? Moreover, how do we identify one’s leadership attributes in order to help improve his leadership skills?

To date, no assessment has been conducted to determine the leadership skills of Fire Captains in the Honolulu Fire Department (HFD). The purpose of this research paper is to identify essential leadership qualities and through a survey, assess the leadership qualities of each Fire Captain in the 4th Battalion/1st Platoon.

This study uses a descriptive and evaluative research methodology. The following research questions will be addressed.

1. What do HFD fire fighters in the 4th Battalion/1st Platoon feel about the leadership qualities of their respective Fire Captains?
2. What do HFD Fire Captains in the 4th Battalion/1st Platoon feel about the quality of leadership they provide to their men?
3. What can HFD Fire Captains in the 4th Battalion/1st Platoon do to enhance their leadership abilities?
4. What can HFD do to assist their fire officers in enhancing their leadership skills?

BACKGROUND AND SIGNIFICANCE

“You can’t lead an organization if you are constantly putting out management-related fires”, is a profound statement. (Heim, 1990, p. 5). What can organizations do to prevent these menacing “spot fires” from occurring? And, what can leaders do to assist their organizations in preventing these “spot fires” and extinguishing them when they do occur.

In his text, Managing in a time of great change, Peter Drucker (1995) discusses a Japanese concept - **kaizen** -, which means continuous improvement. One way organizations can strive to achieve this is by assessing their leader’s strengths and weaknesses in order to improve their performance.

Currently, performance evaluation for all personnel in the HFD is conducted annually and is documented on a generic City and County of Honolulu Civil Service Form (CS-44). The CS-44 is comprised of four “performance factors”, which are: Quantity of Work, Quality of Work, Attitude toward Work, and Relationship with People. A fifth category, Supervision of Employees, is used for evaluating supervisory personnel. Being a generic civil service form, it is not only used to rate all ranks within the HFD from fire fighters through chief officers, but it is also used to document performance evaluations for all City and County of Honolulu employees regardless of the type of job they perform.

The current method of annually evaluating each fire fighter through chief officer using a city-wide generic appraisal form does not afford the rater or rated individual an opportunity for an expanded review of demonstrated performance. The evaluation is

restricted by the categories listed on the evaluation sheet. Therefore, feedback on ways to improve work performance is severely limited.

This research project is pertinent to several chapters of the course “Executive Leadership”. In Unit 3, Developing Self as a Leader, discussion centers upon identifying “executive leadership qualities” and means of enhancing one’s leadership effectiveness. Additionally, Developing Decisionmaking Skills, Unit 8, discusses leadership decision styles and the decisionmaking process. These topics are in effect the focus of this research paper, which are: identifying “essential leadership skills”, assessing a supervisor’s leadership skills and improving one’s leadership capabilities.

LITERATURE REVIEW

Introduction.

“The fire service is changing rapidly, as is the need for forward-thinking, creative officers. The process of getting the right person for the right job is complicated and can be frustrating.” (Sells, 1999, p. 62). So how does management unravel the complexities of getting the right person for the right job? This literature review will examine research materials in order to identify essential leadership qualities. These essential leadership qualities will then be used to develop a survey to assess the leadership traits of Honolulu Fire Department (HFD) Fire Captains in the 4th Battalion/1st Platoon. Once the survey is complete, the leadership assessment results will be evaluated and then compared with essential leadership qualities identified from research materials, in order to identify strengths and weaknesses of each Fire Captain for improving his leadership capabilities.

Leadership Skills.

In his text, *Supervision: Key link to productivity*, Leslie Rue describes four essential “supervisory skills”, they are: human relations, technical, administrative, and decision-making skills. (1986, p. 10). Paul Hersey, though, in *Management of organizational behavior*, identifies three important “manager skills”, they are: human, technical, and conceptual skills. (1982, p.5). However, upon closer scrutiny, both Rue and Hersey appear to describe similar leadership qualities, except that Hersey’s conceptual skills describe what Rue has broken into two categories, that being the administrative and decision-making skills.

Generally, Rue and Hersey identify human relation skills as having the ability to understand people and being able to work with and through them. Technical skill, on the other hand, is the knowledge the supervisor has about the work being supervised. Administrative skills are described as the supervisor’s knowledge about the organization, and his/her ability to plan, organize and control the work unit. And finally, decision-making skills involve the ability to analyze information or problem(s), develop alternatives and to choose and implement an action plan.

Are there additional leadership skills, which further define and enhance essential leadership skills identified by Rue and Hersey? Further exploration into other research materials must be conducted before answering this question.

Human Relations.

Willard Parker in *Front-line leadership*, describes the modern supervisor as a leader who must be a human relations specialist. Parker believes that a leader must have an intimate knowledge of his men in order for him to provide the type of leadership to

influence his men to get the job done. (1969, p. 22). Alfred Lateiner states a similar belief in that the supervisor has to know how to handle his men, how to lead them and at the same time maintain satisfactory morale among his workers. (1969, p. 2).

A Leader. Michael Staley, in *Learning to become a born leader*, states, “Leadership is difficult to define, but even without a definition, we can all recognize it. It’s a complex amalgamation of qualities that makes a person powerful enough to cause the whole to exceed the sum of its parts. In other words, a leader’s true power is not so much in what he can do but in what he can get others to do. There’s a Chinese proverb that says, “A good leader is one whom people respect. The poor leader is one whom people hate. But the great leader is one who will enable people to say when they have finished a task, “We have done it ourselves”.” (1999, p. 96). So what are some of these other qualities.

Louis Imundo believes that, “Supervisor’s must have interpersonal skills. How they approach people, how approachable they are, how they interact with people in terms of communicating and listening are all extremely important.” (1980, p. 8). Michael Staley adds also that the leader must know how to deal with people and be able to see people at both their best and their worst. (1999, p. 96).

In *Why leaders can’t lead*, Warren Bennis believes that leaders must first know themselves, especially that they know their strengths and to capitalize on them. (1989, p. 22). Matthew Culligan in *Back to basics management: The lost craft of leadership*, also believes that the leader must know himself, because by being able to recognize his own weaknesses he can find the means to overcome them. (1983, p.6). Loren Belker adds further to this concept of self-appraisal or self-analysis by stating that, leaders must

recognize their shortcomings as they apply to their job and be willing to admit attitudes of theirs that may be a problem. (1986, p.137).

A Motivator. Willard Parker describes a leader as “the stimulator, the motivator, and spark plug” who encourages workers to achieve personal satisfaction and greater productivity in their job. (1969, p. 22). Louis Imundo in *The effective supervisor’s handbook* believes that in addition to understanding people, the job requirements, and work environment, the supervisor, “--- must also understand what motivates people and to what ends they are motivated”.

A Communicator. Communicating, according to Willard Parker, is another essential leadership tool that all supervisors must be familiar with. (1969, p. 101). Another part of being a communicator is what Loren Belker describes as, “One of the best kept secrets of successful management is the ability to listen”. (1986, p. 126). Communicating, adds Lester Bittel, also means a leader must effectively express his ideas in writing. (1984, p. 29). In addition to being able to express one’s thoughts clearly in writing and in being a good listener, Pat Heim feels that an effective leader must be able to speak well to groups. (1990, p. 65).

Ethics and Attitude. Leslie Rue describes ethics, as the, “Standards or principles of conduct used to govern the behavior of an individual or group of individuals”. (1986, p. 379). Honesty and trust are two words commonly used by many researchers that are associated with “standards of conduct”.

In discussing honesty, Phillip Harris uses the word “authentic” to describe leaders that “levels with others as appropriate” and “usually tells it like it is”. (1985, p. 355). Gratz, uses the phrase, “is honest with me”, in describing subordinate’s depiction of an

ideal leader. (1972, p. 210). The leader, says Leslie Rue, “must be fair, honest, and forthright”. (1986, p. 363).

Michael Staley discusses trust, in his article, *Learning to become a born leader*. Staley believes that a leader has the trust of his subordinates when, “You’re credible. [and] You have a solid reputation for trustworthiness built on an excellent personal track record.” (1999, p. 96).

In addition to honesty and trust, “A positive attitude can be everyone’s priceless possession. To a leader it is essential. A leader with a negative attitude doesn’t keep followers for long.” (Heim, 1990, p. 24). Louis Imundo adds further, that “The examples they [leaders] set and the attitudes they exhibit affect the behavior of others.” (1980, p. 10). The following statement by Loren Belker summarizes what both Heim and Imundo advocate, that is, “Leading by example is still a good concept”. (1986, p. 12).

Finally, a leader must be empathetic and understanding or as Leslie Rue describes, a leader must be able to, “see problems from followers’ point of view”. (1986, p. 277). A leader, according to Phillip Harris, must be “understanding, with the ability to listen, is respectful and is empathetic”. (1985, p. 354). Michael Staley again adds that leaders who understand their subordinates and have “developed a finely tuned ability to read all sorts of signals”, will be able “to make accurate diagnoses and assessments” in dealing with their work unit. (1999, p. 96).

Technical Skills.

A majority of researchers believe that supervisors should have adequate knowledge of the job they supervise. Louis Imundo, for example, feels that, “People should have a degree of technical competence in the work they supervise.” (1980, p. 10).

He also believes that, “People should be placed in supervisory positions primarily because they have skills and traits that enable them to effectively engage in the activities of management.” (Imundo, 1980, p. 6).

Research also shows that leaders must constantly strive to keep current with latest innovations within their endeavor. Keeping abreast of one’s field is important since, “An officer’s success ultimately depends on the ability to expand knowledge and learn new skills that will help improve the service and communication the unit provides to the community.” (Didactic Systems, Inc., 1987, p. 7).

Training. Training, or being a trainer, is another essential leadership trait. Lawrence Steinmetz feels that, “Training is one of the jobs of the supervisor that is universal. Effective supervisors are going to have to assume the responsibility for insuring that subordinates know their job, --- how to do it, when to do it, and how to do it safely.” (1975, p. 173).

Administrative Skills.

A leader must be able to perform the managerial functions of planning, organizing and controlling the functions of the work unit. As part of this responsibility, the leader must be, “able to effectively plan and organize” work activities. (Bittel, 1984, p. 29). An added responsibility is that the leader, “... be able to translate mental plans into written goals/objectives, maintain proper long and short term concerns”. (Harris, 1985, p. 355).

Understanding the organization is another key administrative skill required of leaders. Aside from “knowing the work being supervised and its technical aspects”, Lateiner believes that leaders have, “knowledge of company policies, rules, regulations, history and labor agreements” and its impact on the work unit. (1969, p. 2).

Decision-Making Skills.

“You can also build confidence by involving your people in some of the decision-making process.” (Belker, 1986, p. 18). By involving subordinates in the decision-making process, the leader would be able to portray that, “You [leader] know how to deal with crises. [and] Is calm under pressure and can control one’s emotions” (Staley, 1999, p. 96).

As part of the decision-making process, research indicated that a leader “Is able to analyze problems and develop and implement solutions.” (Imundo, 1980, p.14). Imundo also states that, “[Leader] is self confident, able to make decisions, absorb information, assess courses of action, weigh the risks, make the decisions, and assume responsibility.” (1980, p. 114).

Self-Analysis or Introspection.

Authors Pat Heim, Lester Bittel, Loren Belker, Warren Bennis, Matthew Culligan and David Gratz each references the concept of self-analysis or introspection in relation to leadership. Leslie Rue summarizes the importance of leaders knowing themselves through the following statements, “Improving yourself logically begins with self-analysis. What are your strengths and weaknesses? What are your job preferences and dislikes? What criticisms do you frequently receive? A self-improvement program can be developed from questions such as these. ---As a result of self-analysis, you can gain an insight into your own self-beliefs. This enables you to draw a profile of yourself and to understand your behavior and the impression you make on others.” (1986, p. 447). Therefore, in order to help individuals improve their leadership skills, what better place to start than collecting observation(s) from their subordinates.

Evaluating Performance. How do we go about collecting information on individual characteristics. The primary means of accomplishing this is the survey. The survey serves as, “--- a method of collecting information from people about their ideas, feelings, plans, beliefs, and social, educational, and financial background.” (Fink, 1985, p. 1). Arlene Fink provides three other reasons for conducting surveys, they are: “1. A policy needs to be set or a program must be planned., 2. You want to evaluate the effectiveness of programs to change knowledge, attitudes, health, or welfare., and 3. You are a researcher and a survey is used to assist you.” (1985, p. 14).

The Survey Instrument.

“Survey data are gathered from customers, employees, supervisors, managers, community, visitors, and internal clients.” (Desatnick, 1987, p. 88). The survey instrument may take the form of a questionnaire and/or interviews.

When constructing the survey questionnaire, Paul Lees-Haley and Arlene Fink provide the following points to consider.

(a) The questionnaire should be brief, simple, and worded specifically for the target audience. (Lees-Haley, 1985, p. 26).

(b) The questionnaire should be written with the target audience in mind, have members of the audience review the questionnaire - to include experts and pre-test the questionnaire. (Lees-Haley, 1985, p. 42).

(c) Questionnaires should be self-explanatory so that they can be filled out in privacy and without supervision. (Fink, 1985, p. 16).

Pilot Testing. Once the questionnaire is complete, Paul Lees-Haley recommends conducting a pre-test to identify any problems with the questionnaire before

administering the survey. The pre-testing will help in developing a survey form that is usable and capable of securing the information needed. Arlene Fink also feels that the pre-test can help determine if the survey forms are easy to use, whether there is enough space on the form, and the length of time it takes to fill-out the survey.

Survey Errors. When evaluating survey results, March Braverman provides several items that could affect the survey data. Some items Braverman (1996) mentions include, the interviewer not following instructions, characteristics of the interviewer, and respondent errors because of respondent biases. Braverman (1996) also covers factors which could cause instrument errors include, vagaries of wordings in the survey, the question structure, and how the question sequence could affect the survey data.

Response Rate. Earl Babbie uses the following benchmarks to evaluate survey response rates. Babbie (1973) states that a response rate of 50% is adequate for analysis and reporting, 60% is good, and 70% or more is very good. Arlene Fink adds that in sampling, survey more than expected or repeat at a later date to improve the adequacy for analysis and reporting.

Survey Report.

Arlene Fink recommends the following components for compiling the survey report.

(a) **Abstract:** The report should state the purpose, method used for the survey, finding, survey instrument used, sample size and response rate.

(b) **Summary:** The summary should include who conducted the survey, what do the results indicate, and tables to illustrate the survey results/data.

(c) Discussion/Finding: This section is where correlation between the findings and survey purpose should be covered and to point out any unexpected result(s). (1985, p. 100).

Summary.

To enhance their effectiveness, leaders must be aware of the key “essential leadership skills” of dealing with human relations functions in the work place, being technically proficient, being administratively adept, and skilled in the decision-making process. An excellent starting point in becoming a more skilled leader is to know yourself - especially knowing your strengths and improving on your weaknesses. Accomplishing these goals, the individual has met President Dwight D. Eisenhower’s definition of leadership, which is, “The art of getting someone else to do what you want done - because he wants to do it”. (Gratz, 1972, p. 199).

PROCEDURES

Before this research project could even begin, all HFD Fire Captains in the 4th Battalion/1st Platoon were asked whether they would volunteer in being evaluated by their subordinates on their leadership performance. Once a majority of the Fire Captains agreed to participate, the research project began and attempts made to address the following research questions.

1. What do HFD fire fighters in the 4th Battalion/1st Platoon feel about the leadership skills of their respective Fire Captains?
2. What do HFD Fire Captains in the 4th Battalion/1st Platoon feel about the quality of leadership they provide to their men?

3. What can HFD Fire Captains in the 4th Battalion/1st Platoon do to enhance their leadership abilities?
4. What can HFD do to assist their fire officers in enhancing their leadership skills?

In order to complete this research project, the process was divided into three phases.

Phase I.

Phase I involved reviewing research materials to identify “essential leadership skills”. After completing the research, a survey instrument – a questionnaire, was developed. The questionnaire, consisting of 110 questions, was designed to elicit from the raters (fire fighters), their opinion(s) on how many of the “essential leadership traits/skills” their Fire Captain exhibited.

The questionnaire has four major leadership skill categories. The four skills are: human relations, technical, administrative, and decision-making skills. Each rater was to select a “0” for Not Observed, “1” for Strongly Disagree, “2” for Disagree, “3” for Agree, and “4” for Strongly Disagree for each question in the survey. The survey questions were designed so that “ideal traits” were ratings of 3’s and 4’s. A copy of the questionnaire is at Appendix A.

Within each of the four major leadership skill category, there were also several sub-categories. The “human relations skills” category, for example, is intended to elicit a subordinate’s observation on his supervisor as described below.

Questions 1-3 elicit responses about the leader’s disciplinary practices. How does the leader instill discipline in the work place.

Questions 4-11 elicit responses about the leader's superior/subordinate relationship.

Questions 12-19 elicit responses about the leader's knowledge of himself - his own introspection or self-analysis.

Questions 20-26 elicit responses about the leader's ability to motivate his group and create a work environment permeating with enthusiasm and teamwork.

Questions 27-30 elicit responses about the supervisor's effort towards promoting the professional growth of his subordinates.

Questions 31-36 elicit responses about the leader's written/oral communication skills.

Questions 37-38 elicit responses about the leader's ability to listen.

Questions 39-46 elicit responses about the leader's ethics and values. Does he display the concept of "leading by example".

Questions 47-52 elicit responses about the leader's attitude and enthusiasm while on the job.

Questions 53-58 elicit responses about the leader's integrity and trust.

Questions 59-67 elicit responses about the leader's interpersonal skills.

Questions 68-71 elicit responses about the leader's position on empathy.

The "technical skills" category is designed to elicit a subordinate's observation on his supervisor as described below.

Questions 72-76 elicit responses about the leader's knowledge of the job being supervised.

Questions 77-80 elicit responses about the leader's ability to train his subordinates.

The "administrative skills" category attempts to elicit a subordinate's observation on his supervisor as described below.

Questions 81-85 elicit responses about the leader's understanding of the organization - its policies, goals and objectives, etc.

Questions 86-94 elicit responses about the leader's ability to plan, organize, and control work place activities.

The "decision-making skills" category is written to elicit a subordinate's observation on his supervisor as described below.

Questions 95-105 elicit responses about the leader's skill in the decision-making process. The questions look at how the leader formulates his decisions.

Questions 106-110 elicit responses about the leader's ability to implement decisions made.

Evaluation of Questionnaire. The questionnaire was then evaluated to see if it did describe pertinent "essential leadership qualities", if the instructions were distinct and whether the questionnaire was easy to complete. Several individuals in the HFD volunteered to review the questionnaire and provide their comments. Three fire fighters and a civilian administrative services officer evaluated the questionnaire. The individuals selected to evaluate the questionnaire represented a cross-section of the HFD and provided a perspective from a superior (Battalion Chief), a peer (Fire Captain), a subordinate (Fire Fighter II), and from the Department's personnel specialist (Administrative Services Officer).

Pilot Testing. The questionnaire was administered to two company officers (Engine 30 and Ladder 30) in the 5th Battalion/1st Platoon. The survey procedures involved providing an introduction to the Fire Captain (the rated officer) and his fire fighters (raters). The introduction included explaining the purpose of the survey and giving the fire fighters an opportunity to discuss any questions they had about the survey.

After the introduction, the fire fighters were left alone to complete the questionnaire. The questionnaire was collected immediately after each fire fighter completed his survey. All fire fighters were then given another opportunity to make any comments or to ask any questions about the survey.

The pilot survey was evaluated and summarized for use in a follow-up meeting with each Fire Captain. The pilot survey result was discussed separately with each Fire Captain. Both Captains were then asked to complete a feedback questionnaire on the results of the survey. See Appendix B for sample of feedback questionnaire.

Phase II.

The second phase consisted of administering the survey to Fire Fighters in the 4th Battalion/1st Platoon. Eight of nine assigned Fire Captains volunteered to participate in the survey as the test samples. All assigned fire fighters (35) participated in rating their respective Fire Captains.

A stipulation of the survey required that the raters (fire fighters) must have been assigned to the company for at least six months. This was to ensure that the rater had some knowledge of the traits his Captain was being evaluated on.

Phase III.

The last phase involved compiling the survey results, discussing the survey result with each Fire Captain, getting all fire captains to complete a survey feedback questionnaire, then incorporating all of the information into this applied research project.

Assumptions.

Several assumptions were made in interpreting the survey results. The assumptions are, that:

1. The questionnaire represents a fair depiction of essential leadership qualities.
2. Each rater was fair and objective in completing the survey. And,
3. The survey did reveal indications of strength and/or weakness relevant to each Fire Captain.

RESULTS

The survey assessed the leadership traits of eight of the nine Fire Captains assigned to the 4th Battalion/1st Platoon. Analysis of the survey revealed several interesting perspectives about fire fighter's perceptions of the Fire Captains surveyed. Generally, a majority of fire fighters feel very positive and have tremendous confidence in their Captain's leadership capabilities.

The analysis of the survey results was compiled into two formats. The first format summarized the results for each individual. All of the individual surveys were compiled into a "group" summary which individuals could use as the model for comparison. A copy of the individual and group summary was given to each participant. See Appendix C for the summary of survey results.

Human Relations.

Overall, the human relation category was rated in the “ideal range”. However, the sub-categories of Motivator and Human Behavior received “below ideal range” scores. Specifically, “Enthusiasm and Teamwork” affected the Motivator category. Fire fighters perceived that Fire Captains should display more energy and enthusiasm in forging a close-knit work unit (teamwork).

“Human Behavior” also affected the overall rating of the “Human Relations” category by being rated “below ideal range”. Fire fighters indicated that their Captains needed to portray a friendlier, approachable demeanor and to be more empathetic towards fire fighter’s problems and concerns.

Technical Skills.

Fire fighters were very positive in their assessment of this category. They perceived Fire Captains as being technically proficient in their job and were all very capable in teaching them the knowledge and skills required of the job.

Administrative Skills.

This category was rated “below ideal range”. Fire Captains appear to understand the policies, goals and objectives of the Department and do strive to comply with HFD policies and achieve objectives set for them. However, fire fighters felt that Fire Captains could improve in the areas of planning, organizing and controlling the work unit activities.

Decision-making Skills.

“Decision-making” was also rated in the “below ideal range”. Specifically, fire fighters indicated they could not discern a consistent method or process in which

Captains made their decisions. There were implications, too, that fire fighters wanted more involvement in the decision-making process and sought more uniformity in the decisions being made.

Survey Results of Pilot Tests.

Although the pilot test included only two officers, the results were strikingly similar to the survey samples. One of the pilot test Captains received only indications of strong leadership traits throughout his survey. A Captain in the sample survey also received only positive traits. The other pilot test Fire Captain's evaluation is discussed below.

Human Relations.

The "Human Relations" rating was "below ideal" because of the sub-par ratings of Leadership, Motivator, Ethics/Attitudes and Human Behavior. The "below ideal" ratings of Motivator and Human Behavior were similar to the test samples.

Technical Skills.

Similar to the test sample, Technical Skills was rated in the "ideal range".

Administrative Skills.

Unlike the test sample result where improvements were needed, the pilot test result indicated very positive "ideal range" scores.

Decision-making Skills.

This category was rated "below ideal range" because fire fighters felt they could not recognize the method or process by which their captain made his decisions.

Feed Back Questionnaire Summary.

A copy of the individual and group summary was given to each surveyed Fire Captain for him to review and to discuss. Following the review/discussion period, all eight Fire Captains who participated in the survey were asked to complete a Feed Back Questionnaire. Several interesting points can be gleaned from the questionnaires. A summary of the six questions addressed in the Feed Back Questionnaire and responses is provided below. See Appendix B for sample of feedback questionnaire.

The first question asked, “Have you participated in a leadership assessment before? If yes, when was it and what did you feel about the results of that survey?” All Captains responded no, that they have not participated in a leadership assessment. However, six Captains did state they did rate their Battalion Chief for his National Fire Academy Executive Fire Officer class.

The second question asked, “What is your opinion(s) on the result of your assessment?” Six of the Captains agreed, to a great extent, with the depiction of the survey. Some of the positive comments included the following, that the survey: “showed areas for improvement that they weren’t aware of”, “was interesting and is reason for re-evaluating themselves”, “provides a good outlook on the perception of their personnel”, and “evaluations were higher than expected”.

Two Captains, though, questioned the personal traits depicted by the survey. They felt that their “strong” traits were rated as “average” compared to others in the test sample. They also questioned the fact that their “low” ratings were lower than the group average.

Question 3 asked, “What are your comment(s) on the strengths and/or weaknesses identified?” In general, many individuals affirmed the results of the survey. Comments ranged from, “makes you aware of weaknesses that can be worked on”, “provides interesting perceptions from subordinates”, “ratings were close to actuality”, “it [survey] provides an opportunity for self-analysis and areas for improving myself”.

Majority of participants stated they intended to build on the strengths identified and to work on “weak” areas and communicate more with their personnel. One Fire Captain was not sure whether he would take any action on the survey results.

The fourth question asked, “Have you done a leadership self-appraisal before?” And, “Do you think it is worthwhile for all leaders to periodically do one?” All respondents stated that they have not participated in a leadership self-appraisal and that they felt it beneficial for leaders to periodically do a self-appraisal to identify existing qualities.

Question 5 asked, “Would you participate in a follow-up assessment a year from now?” Six Captains said they would participate in a follow-on assessment while two were uncertain if they would.

The last question asked, “Are there any comments you want to make?” Two Captains questioned the method used to score the survey and the accuracy or ability of the fire fighters to evaluate the Captains on the categories listed in the survey.

Other comments included: “all officers, from the Fire Chief to the Fire Captain, should undergo a similar assessment” and “that the HFD should do more of this type of assessments - as long as it is done honestly and fairly and there is no retribution from the results of the survey”.

A review of comments from the pilot test participants closely paralleled the test sample comments. One of the participants made a profound statement in that he planned to periodically review the survey questions as a “self-check” on displaying positive leadership traits.

Unexpected Findings.

Several interesting observations were made after compiling and evaluating the survey results. The observations are documented below.

Positive Leadership Traits. Two Captains received only positive, strong leadership traits from the survey. One Captain was from the Pilot Test group and the other from the Test Sample group.

Impact of Station Assignment. Two Fire Captains assigned to the same (engine and ladder company) station received lower than anticipated ratings. These results raise several questions, such as, “Do station assignments, whether it be a single company or multi-company station, affect the perception of the leadership capabilities of each Captain?” “Does having two supervisors of equal rank operating out of the same station have an impact on these types of appraisals or assessments?” and, “Are some Captains more suitable for assignments to a single company as opposed to multi-company station assignments and is the opposite true?” Answers to these questions would require additional research and analysis but would be interesting to investigate.

Characterization of Survey Result. How well do we know ourselves? Are there a percentage of participants who tend to question the characterization of survey results in comparison to their own personal assessment? Because the survey results were better than expected, several Captains questioned the sincerity of their fire fighter’s responses.

On the other hand, Captains receiving less than “ideal” ratings also wondered about the “accuracy and honesty” of their rater’s evaluation.

DISCUSSION

Leadership Assessment - Fire Fighter’s Perspectives.

Even though the Honolulu Fire Department has never formally assessed leadership traits of their fire officers, the survey results do provide a positive “snapshot” of leadership qualities that exist in the 4th Battalion/1st Platoon. Although the survey assessed only four major leadership categories, the numerous sub-categories permitted evaluation over an extensive range of leadership traits. With this in mind, the overall survey results can be considered exceptional, since fire fighters polled stated unequivocally, their trust and confidence in their Captains.

Captains fared well in the “Human Relations” and “Technical” skill categories. Even though the “Human Relations” category was heavily weighted, the overall result was reassuring. Fire fighters felt that their Captains displayed appropriate leadership and communication skills. In addition, the ethics and attitudes of their Captains were admirable and respectable.

Technical proficiency was another strong leadership trait. A majority of fire fighters believed their Captain was technically capable of carrying out his responsibilities. And, if the need arose, their Captain would be able to teach them the skills necessary to enhance their job performance.

Leadership Assessment - Captain’s Perspective.

Since all of the Captains have not participated in any type of leadership assessment previously, they were all understandably wary about the results of the survey.

Some of the Captains doubted the sincerity of the raters because the evaluations were either higher, or in some cases, lower than expected. However, many Captains stated that they did see the assessment as being “close to actuality” and that they were pleasantly surprised with the results. Most of the Captains looked at their survey results unquestionably as areas for improvement, reasons to re-evaluate themselves and an excellent opportunity to sense the perceptions of their subordinates.

Leadership Assessment - Areas for Improvement.

The survey identified two categories for improvement, in the “Administrative and Decision-making Skill” areas. Improving the Administrative Skill area include concentrating on planning, organizing and controlling the unit work activities.

Identifying a perceivable process by which decisions are made is what fire fighters desire to see in the Decision-making Skills area. Fire fighters hope this “process” will help officers make more uniform and consistent decisions.

Even though the “Human Relations” category received an overall “ideal range” rating, additional emphasis can be placed in the motivation and human behavior traits. Fire fighters perceive that Captains can show more enthusiasm in the work place and to understand motivating factors which would make work more exciting for them.

Additionally, fire fighters have indicated that they want empathetic Captains. Captains who are not only technically proficient, but who are also sensitive to and aware of their personal needs.

Enhancing Leadership Traits.

This survey merely scratches the surface of what the HFD can do to enhance the leadership abilities of its officers. Research materials have identified some “essential

leadership qualities”. HFD administrators can capitalize on this opportunity by identifying some “essential leadership” traits which can then be used to establish an “ideal” leadership profile or even as an organizational benchmark for all aspiring and current HFD fire officers to achieve.

The HFD should also be cognizant of a by-product of this survey. It appears that where more than one Captain is assigned to the same station, each officer’s personal leadership profile may “impact” subordinate’s perception of each officer. In this survey, two Captains in a multiple company station (housing an engine and ladder company) received lower scores than expected. The reasons were unclear with many “maybes” as explanations. However, several issues arose from this. As an example, in a multiple company station (housing an engine, ladder, or rescue company, etc.), because both are “Captains”, who has authority for decisions affecting the station operations? Should there be a policy or guideline that delineates and clarifies this situation. Another example is, “How do you balance the assignment of supervisors to ensure there isn’t a dominance of one supervisor over the other and that there is a clear line of authority from all subordinates to their respective supervisor?”

RECOMMENDATIONS

The Honolulu Fire Department has never conducted an assessment to determine the leadership traits or skills of Fire Captains. Although this survey focused on only Captains in the 4th Battalion/1st Platoon, the survey results do provide the HFD sufficient indicators which can be used to not only analyze leadership traits within the Department but also as a means of improving the leadership skills of HFD officers.

So where should the HFD start? An excellent starting point is to build on positive factors. The HFD has this opportunity. Fire Captains in the 4th Battalion/1st Platoon were put to the test when they were evaluated using an extensive range of leadership traits. As the survey results indicate, the “snapshot” of the leadership qualities that exist in the 4th Battalion/1st Platoon appear to be tremendously positive, because fire fighters polled stated they have trust and confidence in their Captains.

Even though Captains in the survey population were initially hesitant in participating in this survey, through their Feed Back Questionnaires, they stated they planned to use the survey results to help improve their management skills. Captains also stated that they intended to use the perceptions of their subordinates as a “self-test” or a yardstick for measuring their performance.

The HFD can further capitalize on this opportunity by working with the City and County of Honolulu’s Department of Human Resources in identifying “essential leadership skills” for fire officers. Identifying “essential leadership skills” will serve several purposes. First, it can be used to develop a “performance evaluation” form exclusively for HFD use in assessing fire officers. This “new” form can then replace the generic form now used for city-wide performance evaluations for all personnel regardless of rank.

Secondly, it can be used as a benchmark of leadership skills for all HFD officers. These skills can also be integrated into the Fire Officer Training Program currently being conducted for newly promoted Fire Captains and taught as a separate segment of the course of instruction. Consideration should also be given to expanding the student

population to include chief officers, as participants in the Fire Officer Training Program as a means of indoctrinating “all officers” of the “essential” components of leadership.

The HFD should also strive to capitalize on the survey implications which indicate that Fire Captains have the “Technical and Human Relations Skills” to effectively manage daily fire company operations. While maintaining the positives of the “Technical and Human Relations Skills”, effort can be placed on improving performance in “Administrative and Decision-making Skills”.

Improving company officer skills in establishing prioritized work plans that all fire fighters understand and enable the company to achieve work assignments in a timely manner will address the “Administrative Skills” area. Emphasize to Fire Captains the importance of properly utilizing the HFD Form 26A - Schedule of Daily Activities - may be a starting point. Fire Captains can use this tool to project all the activities for the month for all personnel to review and as a means of preparing themselves for accomplishing the scheduled activities.

In improving “Decision-making Skills”, fire fighters indicated they wanted to see their Captains make decisions that are timely and more importantly, consistent decisions. Captains may want to include their fire fighters in some of the decision-making process to give them a sense of how decisions are reached and then implemented.

Finally, the HFD should study the possible impact(s), if at all, that personality and/or leadership traits of company officers assigned to multi-company (engine, ladder, rescue, etc.) stations may have on the overall company and station operations. The survey results of two captains assigned to a multi-company station may have been affected negatively because of the differing leadership style of each officer, one officer

being more assertive than the other Captain is. It appears that the assertive officer dominated the station decisions and activities evidently to the dismay of the assigned fire fighters.

A possible solution on this issue would be to establish guidelines and/or policies on managing the activities of a multiple company station. The first item that needs to be addressed is designating an “officer-in-charge” for activities in a multiple company station. Since both officers hold the same rank - Captain - who is in charge for everyday non-emergency activities? Following this issue, Fire Captains should be reminded that they dictate the operations of their company and having another “Captain” in the same station should not deter or detract him from his responsibility to lead and manage his company.

The comments and recommendations being made are not meant to portray any negativism for the HFD. In fact, it is intended to be just the opposite. The majority of Fire Captains surveyed welcomed the opportunity to be evaluated by their subordinates and the converse is also true - that the subordinates enjoyed the opportunity to rate their supervisor. The survey result has aroused the sensitivity of each Captain to the intricacies of leadership and to the perceptions of their fire fighters.

The timing for the HFD could not be better. This survey has identified the positives and listed some areas that can be improved. The HFD should capitalize on the positives and the willingness of their officers too not only improve themselves personally but also their desire to be better leaders for their men.

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APPENDIX A

HONOLULU FIRE DEPARTMENT FIRE CAPTAIN LEADERSHIP ASSESSMENT

Thank you for participating in this survey. This survey will be used to evaluate the leadership qualities of a fire captain in the Honolulu Fire Department, specifically Captains assigned to the 4th Battalion/1st Platoon. The survey results will be used to identify individual strengths and weaknesses and provide feedback to the rated officer for improving their leadership capabilities.

Each rated officer will be assigned a number, and their subordinates (raters) will each be issued a survey with their officer's number on it. This will be done to preserve the anonymity of each rater. Once complete, the results of the survey will be compiled, evaluated, and summarized before providing feedback to each rated officer.

In completing the survey, circle the number to the right of each trait that you feel describes the rated officer. The rating scheme is shown below:

Not Observed	Strongly Disagree	Disagree	Agree	Strongly Agree	
0	1	2	3	4	
<hr/>					
My supervisor:					
1.	Can get tough and can be firm when the need arises.				0 1 2 3 4
2.	Establishes consistent and clear discipline lines.				0 1 2 3 4
3.	Is still respected when using his/her authority.				0 1 2 3 4
<hr/>					
My supervisor:					
4.	Makes work enjoyable.				0 1 2 3 4
5.	Has full-backing from subordinates.				0 1 2 3 4
6.	Knows his/her subordinates, the job requirements, and the work environment.				0 1 2 3 4
7.	Is objective and fair in judging actions of subordinates.				0 1 2 3 4
8.	Is willing to delegate authority to his/her subordinates.				0 1 2 3 4
9.	Is willing to consider new ideas and approaches, different opinions, perspectives, and cultures.				0 1 2 3 4
10.	Is creative and visionary and is able to translate his/her vision for his/her subordinates.				0 1 2 3 4
11.	I see my supervisor as a role model.				0 1 2 3 4
<hr/>					
My supervisor:					
12.	Identifies his/her own strengths and weaknesses.				0 1 2 3 4
13.	Works on strengthening his/her own weakness and capitalizing on his/her own strengths.				0 1 2 3 4
14.	Works toward own growth and self-improvement.				0 1 2 3 4
15.	Is self-confident in his/her knowledge and knowing how to use it.				0 1 2 3 4
16.	Has the mental and physical endurance to maintain his patience, temper, "cool-head", and emotional stability under stress.				0 1 2 3 4

Not Observed 0	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
My supervisor:				
17.	Is flexible to change.			0 1 2 3 4
18.	Keeps physically fit.			0 1 2 3 4
19.	Is well informed, continues to learn and has a wide range of interests, including; science, politics, sports, music, and religion, etc..			0 1 2 3 4
My supervisor:				
20.	Creates an environment that fosters worker satisfaction in order to increase their productivity.			0 1 2 3 4
21.	Stimulates and motivates subordinates to higher performance standards.			0 1 2 3 4
22.	Promotes enthusiasm, fosters teamwork, and is the “spark plug” of the work unit.			0 1 2 3 4
23.	Has the enthusiasm that encourages workers to be positive and excited about work.			0 1 2 3 4
24.	Inspires me to give my best efforts.			0 1 2 3 4
25.	Is able to influence my group to accomplish our goals.			0 1 2 3 4
26.	Is enthusiastic when talking about the objectives of the department.			0 1 2 3 4
My supervisor:				
27.	Fosters subordinate’s personal and professional growth on the job. He/she can bring out the best in everyone.			0 1 2 3 4
28.	Maintains a work climate of open communication without fear of intimidation or reprisal.			0 1 2 3 4
29.	Allows me to make and learn from my mistakes.			0 1 2 3 4
30.	Explains what is expected from me - and is patient with me.			0 1 2 3 4
My supervisor:				
31.	Strives to keep all employees informed.			0 1 2 3 4
32.	Can verbally expresses his/her thoughts clearly.			0 1 2 3 4
33.	Speaks well to groups.			0 1 2 3 4
34.	Knows his/her personnel & feels comfortable discussing work matters with them.			0 1 2 3 4
35.	Can effectively express his/her ideas in writing.			0 1 2 3 4
36.	Gives me all the information I need to know to get the job done.			0 1 2 3 4
My supervisor:				
37.	Is a good listener.			0 1 2 3 4
38.	Is approachable and listens to my concerns.			0 1 2 3 4
My supervisor:				
39.	Sets proper examples for others to adopt and follow.			0 1 2 3 4

Not Observed 0	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
My supervisor:				
40.	Has a high degree of moral integrity and believes in the phrase, “Do as I do, which is the same as what I say” - (4).			0 1 2 3 4
41.	Upholds values such as service, friendliness, and justice of pay, benefits, etc..			0 1 2 3 4
42.	Doesn't try to cover up a mistake, rationalize it, or blame it on a subordinate.			0 1 2 3 4
43.	Recognizes his/her shortcomings, and is willing to admit to those shortcomings.			0 1 2 3 4
44.	Is highly ethical in all situations.			0 1 2 3 4
45.	Gives credit to those who do a good job.			0 1 2 3 4
46.	Understands and respects my rights.			0 1 2 3 4
My supervisor:				
47.	Maintains a positive attitude.			0 1 2 3 4
48.	Supports all subordinates and will take personal risk and stand up for them.			0 1 2 3 4
49.	Places my personal interests ahead of everything else.			0 1 2 3 4
50.	Is dedicated to the goals and needs of the employees and the organization.			0 1 2 3 4
51.	Displays a positive attitude and enthusiasm which affect the behavior of the entire work unit.			0 1 2 3 4
52.	Sets high standards for the group.			0 1 2 3 4
My supervisor:				
53.	Has earned my respect, trust, and confidence.			0 1 2 3 4
54.	Can be trusted to keep his/her word.			0 1 2 3 4
55.	Usually tells it like it is.			0 1 2 3 4
56.	Has a definite sense of responsibility and readily accepts it.			0 1 2 3 4
57.	Is fair, honest, forthright, and does not “play” favorites.			0 1 2 3 4
58.	Is able to administer policies fairly and consistently.			0 1 2 3 4
My supervisor:				
59.	Has good control over his/her emotions (joy, affection, tenderness, anger) and knows when to display the appropriate emotion.			0 1 2 3 4
60.	Is able to read subtle clues in the behavior of his/her personnel.			0 1 2 3 4
61.	Is self-confident and projects a positive self-image and appearance, and inspires confidence.			0 1 2 3 4
62.	Maintains close relationships with family, friends, and social contacts.			0 1 2 3 4
63.	Is capable of meaningful friendships and intimacy.			0 1 2 3 4

Not Observed 0	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
My supervisor:				
64.	Is considerate of others' needs, respect's their privacy, and is tolerant of their views or shortcomings.			0 1 2 3 4
65.	Provides structure for cohesive feeling.			0 1 2 3 4
66.	Has an intimate knowledge of his subordinates through his/her close daily relationships.			0 1 2 3 4
67.	Understands his/her subordinates, how to positively influence them and how to meet their needs.			0 1 2 3 4
My supervisor:				
68.	Shows compassion.			0 1 2 3 4
69.	Follows the philosophy of "think and feel like the other fellow".			0 1 2 3 4
70.	"Sees problems from followers' point of view".			0 1 2 3 4
71.	Is aware of what is happening to him/herself and others; is person centered and aware of the needs and feelings in people.			0 1 2 3 4
My supervisor:				
72.	Keeps current with the industry/organization standards and trends.			0 1 2 3 4
73.	Keeps mentally alert by seeking new and varied resources to increase personal job information and knowledge.			0 1 2 3 4
74.	Is willing to expand personal knowledge and learn new skills that will help improve the service the work unit provides to the community.			0 1 2 3 4
75.	Has the supervisory skills and traits to effectively manage the work unit and represent management.			0 1 2 3 4
76.	Has the technical competence (working knowledge) in the work he/she supervises.			0 1 2 3 4
My supervisor:				
77.	Has the knowledge and ability to train and develop subordinates.			0 1 2 3 4
78.	Ensures subordinates know how to do their job properly. If they don't, has the ability to train and instruct the subordinate.			0 1 2 3 4
79.	Trains subordinates to fill his position when he is not available.			0 1 2 3 4
80.	Prepares and trains subordinates for promotion.			0 1 2 3 4
My supervisor:				
81.	Recognizes his/her own responsibility to management.			0 1 2 3 4
82.	Is knowledgeable of the organization's policies, rules, regulations, and labor agreements.			0 1 2 3 4
83.	Accepts higher-level management decisions/policies and what must be done.			0 1 2 3 4

Not Observed 0	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
My supervisor:				
84.	Creates a climate where people are willing to cooperate to meet the organizational goals.			0 1 2 3 4
85.	Helps subordinates understand their job and the importance to the department.			0 1 2 3 4
My supervisor:				
86.	Believes in the philosophy, "The buck stops here".			0 1 2 3 4
87.	Is able to translate mental plans into written goals and objectives.			0 1 2 3 4
88.	Identifies long and short term concerns.			0 1 2 3 4
89.	Is able to effectively plan and organize work.			0 1 2 3 4
90.	Establishes daily work activities based on a priority plan - which is kept current.			0 1 2 3 4
91.	Provides the means to help our group accomplish our work.			0 1 2 3 4
92.	Uses proper controls to assure work is accomplished correctly and on time.			0 1 2 3 4
93.	Manages time effectively & efficiently.			0 1 2 3 4
94.	Accepts responsibility for the success and/or failure of the group.			0 1 2 3 4
My supervisor:				
95.	Takes logical steps in making decisions.			0 1 2 3 4
96.	Is able to identify and analyze information and problems.			0 1 2 3 4
97.	Assesses problems, then develops course(s) of action.			0 1 2 3 4
98.	Weights the risks of each course of action developed.			0 1 2 3 4
99.	Consults with others when making decisions.			0 1 2 3 4
100.	Encourages group participation in problem solving and decision-making.			0 1 2 3 4
101.	Is committed to developing employees so they can make better decisions.			0 1 2 3 4
102.	Builds confidence in subordinates by involving them in on some of the decision-making processes.			0 1 2 3 4
103.	Is able to delegate some responsibilities to subordinates.			0 1 2 3 4
104.	Is cool, calm and collected in dealing with stressful situations.			0 1 2 3 4
105.	Is confident with his/her decisions.			0 1 2 3 4
My supervisor:				
106.	Is able to make timely decisions and implement solutions promptly.			0 1 2 3 4
107.	Is consistent in making his/her decisions.			0 1 2 3 4
108.	Considers future impacts and visualizes the result of his/her decision(s).			0 1 2 3 4

Not Observed	Strongly Disagree	Disagree	Agree	Strongly Agree
0	1	2	3	4

My supervisor:

- | | | | | | | |
|------|---|---|---|---|---|---|
| 109. | Can set aside matters of personality and make decisions based on fact(s). | 0 | 1 | 2 | 3 | 4 |
| 110. | Assumes responsibility for all decisions made. | 0 | 1 | 2 | 3 | 4 |
-

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

APPENDIX B

**Honolulu Fire Department
Fire Captain Leadership Assessment
Feed Back Questionnaire**

1. Have you participated in a leadership assessment before? If yes, when was it and what did you feel about the results of that survey?

2. What is your opinion(s) on the result of your assessment?

3. What are your comment(s) on the strengths and/or weaknesses identified?

Do you think you will do anything with the results of this assessment? If so, what?

4. Have you done a leadership self-appraisal before?

Do you think it is worthwhile for all leaders to periodically do one?

5. Would you participate in a follow-up assessment a year from now?

6. Are there any other comments you want to make?

APPENDIX C

SUMMARY OF INDIVIDUAL RESULTS

For: Captain

	Your Avg.	Ideal Range	Your Range
I. Human Relations.	Total: 208	213 - 284	187 - 252
Leadership:	Total: 54	57 - 76	49 - 64
1 - 3 Discipline:	Total: 11	9 - 12	9 - 12
4 - 11 Sup/Sub Rel.:	Total: 24	24 - 32	20 - 28
12 - 19 Introspection:	Total: 19	24 - 32	13 - 25
Motivator:	Total: 32	33 - 44	29 - 37
20 - 26 Enthusiasm/Teamwork:	Total: 21	21 - 28	20 - 24
27 - 30 Professional Growth:	Total: 11	12 - 16	9 - 13
Communicator:	Total: 24	24 - 32	18 - 30
31 - 36 Written/Oral:	Total: 19	18 - 24	14 - 24
37 - 38 Listener:	Total: 5	6 - 8	4 - 6
Ethics/Attitudes:	Total: 63	60 - 80	57 - 76
39 - 46 Ethics/Values:	Total: 23	24 - 32	18 - 29
47 - 52 Positive Attitude:	Total: 21	18 - 24	19 - 23
53 - 58 Trust/Integrity:	Total: 19	18 - 24	16 - 24
Human Behavior:	Total: 35	39 - 52	29 - 45
59 - 67 Interpersonal:	Total: 25	27 - 36	20 - 33
68 - 71 Empathy:	Total: 10	12 - 16	9 - 12
II. Technical Skills.	Total: 31	27 - 36	27 - 37
72 - 76 Job Knowledge:	Total: 17	15 - 20	14 - 20
77 - 80 Training:	Total: 14	12 - 16	12 - 17
III. Administrative Skills.	Total: 43	42 - 56	32 - 49
81 - 85 Understanding the Org.:	Total: 14	15 - 20	9 - 19
86 - 94 Planning/Org/Control:	Total: 29	27 - 36	24 - 36
IV. Decision-making Skills.	Total: 44	48 - 64	37 - 51
95 - 105 Decision-making Process:	Total: 29	33 - 44	27 - 32
106 - 110 Implementation:	Total: 15	15 - 20	9 - 20

For: Captain

		Your Avg.	Ideal Range	Your Range
I. Human Relations.	Total:	204	213 - 284	177 - 221
Leadership:	Total:	56	57 - 76	49 - 62
1 - 3 Discipline:	Total:	10	9 - 12	9 - 11
4 - 11 Sup/Sub Rel.:	Total:	25	24 - 32	26 - 32
12 - 19 Introspection:	Total:	21	24 - 32	18 - 25
Motivator:	Total:	34	33 - 44	31 - 36
20 - 26 Enthusiasm/Teamwork:	Total:	20	21 - 28	18 - 22
27 - 30 Professional Growth:	Total:	14	12 - 16	12 - 15
Communicator:	Total:	25	24 - 32	21 - 29
31 - 36 Written/Oral:	Total:	18	18 - 24	15 - 21
37 - 38 Listener:	Total:	7	6 - 8	6 - 8
Ethics/Attitudes:	Total:	60	60 - 80	55 - 63
39 - 46 Ethics/Values:	Total:	23	24 - 32	20 - 27
47 - 52 Positive Attitude:	Total:	18	18 - 24	16 - 18
53 - 58 Trust/Integrity:	Total:	19	18 - 24	18 - 19
Human Behavior:	Total:	29	39 - 52	15 - 39
59 - 67 Interpersonal:	Total:	21	27 - 36	12 - 27
68 - 71 Empathy:	Total:	8	12 - 16	3 - 12
II. Technical Skills.	Total:	26	27 - 36	24 - 28
72 - 76 Job Knowledge:	Total:	14	15 - 20	12 - 15
77 - 80 Training:	Total:	12	12 - 16	12 - 13
III. Administrative Skills.	Total:	39	42 - 56	33 - 42
81 - 85 Understanding the Org.:	Total:	14	15 - 20	12 - 15
86 - 94 Planning/Org/Control:	Total:	25	27 - 36	21 - 27
IV. Decision-making Skills.	Total:	45	48 - 64	36 - 48
95 - 105 Decision-making Process:	Total:	30	33 - 44	21 - 33
106 - 110 Implementation:	Total:	15	15 - 20	15 - 15

For: Captain

	Your Avg.	Ideal Range	Your Range
I. Human Relations.	Total: 234	213 - 284	230 - 235
Leadership:	Total: 64	57 - 76	62 - 65
1 - 3 Discipline:	Total: 10	9 - 12	9 - 10
4 - 11 Sup/Sub Rel.:	Total: 27	24 - 32	25 - 29
12 - 19 Introspection:	Total: 27	24 - 32	26 - 28
Motivator:	Total: 36	33 - 44	35 - 37
20 - 26 Enthusiasm/Teamwork:	Total: 23	21 - 28	21 - 25
27 - 30 Professional Growth:	Total: 13	12 - 16	12 - 15
Communicator:	Total: 26	24 - 32	24 - 27
31 - 36 Written/Oral:	Total: 18	18 - 24	16 - 20
37 - 38 Listener:	Total: 8	6 - 8	7 - 8
Ethics/Attitudes:	Total: 68	60 - 80	57 - 76
39 - 46 Ethics/Values:	Total: 27	24 - 32	25 - 28
47 - 52 Positive Attitude:	Total: 20	18 - 24	19 - 21
53 - 58 Trust/Integrity:	Total: 21	18 - 24	20 - 21
Human Behavior:	Total: 40	39 - 52	29 - 45
59 - 67 Interpersonal:	Total: 29	27 - 36	29 - 30
68 - 71 Empathy:	Total: 11	12 - 16	9 - 12
II. Technical Skills.	Total: 31	27 - 36	27 - 37
72 - 76 Job Knowledge:	Total: 17	15 - 20	15 - 19
77 - 80 Training:	Total: 14	12 - 16	14 - 15
III. Administrative Skills.	Total: 46	42 - 56	32 - 49
81 - 85 Understanding the Org.:	Total: 16	15 - 20	16 - 17
86 - 94 Planning/Org/Control:	Total: 30	27 - 36	29 - 30
IV. Decision-making Skills.	Total: 52	48 - 64	37 - 51
95 - 105 Decision-making Process:	Total: 36	33 - 44	32 - 39
106 - 110 Implementation:	Total: 16	15 - 20	15 - 18

For: Captain

		Your Avg.	Ideal Range	Your Range
I. Human Relations.	Total:	252	213 - 284	230 - 276
Leadership:	Total:	68	57 - 76	64 - 72
1 - 3 Discipline:	Total:	11	9 - 12	10 - 12
4 - 11 Sup/Sub Rel.:	Total:	28	24 - 32	24 - 30
12 - 19 Introspection:	Total:	29	24 - 32	25 - 32
Motivator:	Total:	38	33 - 44	35 - 44
20 - 26 Enthusiasm/Teamwork:	Total:	24	21 - 28	21 - 28
27 - 30 Professional Growth:	Total:	14	12 - 16	13 - 16
Communicator:	Total:	30	24 - 32	28 - 32
31 - 36 Written/Oral:	Total:	22	18 - 24	20 - 24
37 - 38 Listener:	Total:	8	6 - 8	7 - 8
Ethics/Attitudes:	Total:	74	60 - 80	66 - 80
39 - 46 Ethics/Values:	Total:	30	24 - 32	25 - 32
47 - 52 Positive Attitude:	Total:	21	18 - 24	16 - 24
53 - 58 Trust/Integrity:	Total:	23	18 - 24	22 - 24
Human Behavior:	Total:	42	39 - 52	34 - 52
59 - 67 Interpersonal:	Total:	29	27 - 36	24 - 36
68 - 71 Empathy:	Total:	13	12 - 16	10 - 16
II. Technical Skills.	Total:	32	27 - 36	30 - 35
72 - 76 Job Knowledge:	Total:	19	15 - 20	19 - 20
77 - 80 Training:	Total:	13	12 - 16	11 - 15
III. Administrative Skills.	Total:	48	42 - 56	42 - 56
81 - 85 Understanding the Org.:	Total:	18	15 - 20	16 - 20
86 - 94 Planning/Org/Control:	Total:	30	27 - 36	24 - 36
IV. Decision-making Skills.	Total:	54	48 - 64	48 - 61
95 - 105 Decision-making Process:	Total:	36	33 - 44	31 - 43
106 - 110 Implementation:	Total:	18	15 - 20	16 - 19

For: Captain

	Your Avg.	Ideal Range	Your Range
I. Human Relations.	Total: 194	213 - 284	165 - 215
Leadership:	Total: 56	57 - 76	52 - 61
1 - 3 Discipline:	Total: 8	9 - 12	6 - 9
4 - 11 Sup/Sub Rel.:	Total: 23	24 - 32	20 - 25
12 - 19 Introspection:	Total: 25	24 - 32	23 - 27
Motivator:	Total: 29	33 - 44	24 - 31
20 - 26 Enthusiasm/Teamwork:	Total: 19	21 - 28	17 - 20
27 - 30 Professional Growth:	Total: 10	12 - 16	7 - 12
Communicator:	Total: 22	24 - 32	20 - 25
31 - 36 Written/Oral:	Total: 17	18 - 24	16 - 17
37 - 38 Listener:	Total: 5	6 - 8	3 - 8
Ethics/Attitudes:	Total: 52	60 - 80	38 - 59
39 - 46 Ethics/Values:	Total: 21	24 - 32	14 - 25
47 - 52 Positive Attitude:	Total: 18	18 - 24	16 - 20
53 - 58 Trust/Integrity:	Total: 13	18 - 24	8 - 16
Human Behavior:	Total: 35	39 - 52	31 - 40
59 - 67 Interpersonal:	Total: 25	27 - 36	22 - 27
68 - 71 Empathy:	Total: 10	12 - 16	9 - 13
II. Technical Skills.	Total: 26	27 - 36	23 - 27
72 - 76 Job Knowledge:	Total: 15	15 - 20	14 - 16
77 - 80 Training:	Total: 11	12 - 16	8 - 12
III. Administrative Skills.	Total: 41	42 - 56	40 - 41
81 - 85 Understanding the Org.:	Total: 15	15 - 20	13 - 15
86 - 94 Planning/Org/Control:	Total: 26	27 - 36	25 - 27
IV. Decision-making Skills.	Total: 41	48 - 64	36 - 45
95 - 105 Decision-making Process:	Total: 29	33 - 44	25 - 31
106 - 110 Implementation:	Total: 12	15 - 20	10 - 14

For: Captain

	Your Avg.	Ideal Range	Your Range
I. Human Relations.	Total: 225	213 - 284	194 - 269
Leadership:	Total: 62	57 - 76	53 - 73
1 - 3 Discipline:	Total: 11	9 - 12	10 - 12
4 - 11 Sup/Sub Rel.:	Total: 27	24 - 32	23 - 31
12 - 19 Introspection:	Total: 24	24 - 32	20 - 30
Motivator:	Total: 33	33 - 44	29 - 43
20 - 26 Enthusiasm/Teamwork:	Total: 21	21 - 28	18 - 28
27 - 30 Professional Growth:	Total: 12	12 - 16	11 - 15
Communicator:	Total: 27	24 - 32	21 - 32
31 - 36 Written/Oral:	Total: 20	18 - 24	15 - 24
37 - 38 Listener:	Total: 7	6 - 8	6 - 8
Ethics/Attitudes:	Total: 65	60 - 80	53 - 76
39 - 46 Ethics/Values:	Total: 27	24 - 32	20 - 31
47 - 52 Positive Attitude:	Total: 18	18 - 24	17 - 21
53 - 58 Trust/Integrity:	Total: 20	18 - 24	16 - 24
Human Behavior:	Total: 38	39 - 52	30 - 45
59 - 67 Interpersonal:	Total: 26	27 - 36	19 - 31
68 - 71 Empathy:	Total: 12	12 - 16	11 - 14
II. Technical Skills.	Total: 28	27 - 36	24 - 36
72 - 76 Job Knowledge:	Total: 16	15 - 20	14 - 20
77 - 80 Training:	Total: 12	12 - 16	10 - 16
III. Administrative Skills.	Total: 34	42 - 56	36 - 56
81 - 85 Understanding the Org.:	Total: 16	15 - 20	12 - 20
86 - 94 Planning/Org/Control:	Total: 18	27 - 36	24 - 36
IV. Decision-making Skills.	Total: 48	48 - 64	42 - 62
95 - 105 Decision-making Process:	Total: 33	33 - 44	30 - 43
106 - 110 Implementation:	Total: 15	15 - 20	12 - 19

For: Captain

	Your Avg.	Ideal Range	Your Range
I. Human Relations.	Total: 237	213 - 284	212 - 257
Leadership:	Total: 64	57 - 76	60 - 67
1 - 3 Discipline:	Total: 10	9 - 12	9 - 10
4 - 11 Sup/Sub Rel.:	Total: 27	24 - 32	23 - 29
12 - 19 Introspection:	Total: 27	24 - 32	26 - 28
Motivator:	Total: 33	33 - 44	30 - 41
20 - 26 Enthusiasm/Teamwork:	Total: 22	21 - 28	20 - 26
27 - 30 Professional Growth:	Total: 11	12 - 16	8 - 15
Communicator:	Total: 30	24 - 32	26 - 32
31 - 36 Written/Oral:	Total: 23	18 - 24	21 - 24
37 - 38 Listener:	Total: 7	6 - 8	5 - 8
Ethics/Attitudes:	Total: 70	60 - 80	60 - 75
39 - 46 Ethics/Values:	Total: 29	24 - 32	28 - 31
47 - 52 Positive Attitude:	Total: 20	18 - 24	18 - 22
53 - 58 Trust/Integrity:	Total: 21	18 - 24	14 - 24
Human Behavior:	Total: 40	39 - 52	34 - 45
59 - 67 Interpersonal:	Total: 29	27 - 36	26 - 32
68 - 71 Empathy:	Total: 11	12 - 16	8 - 13
II. Technical Skills.	Total: 35	27 - 36	34 - 36
72 - 76 Job Knowledge:	Total: 20	15 - 20	20 - 20
77 - 80 Training:	Total: 15	12 - 16	14 - 16
III. Administrative Skills.	Total: 53	42 - 56	48 - 55
81 - 85 Understanding the Org.:	Total: 19	15 - 20	18 - 20
86 - 94 Planning/Org/Control:	Total: 34	27 - 36	30 - 36
IV. Decision-making Skills.	Total: 60	48 - 64	56 - 63
95 - 105 Decision-making Process:	Total: 41	33 - 44	38 - 43
106 - 110 Implementation:	Total: 19	15 - 20	18 - 20

For: Captain

	Your Avg.	Ideal Range	Your Range
I. Human Relations.	Total: 160	213 - 284	132 - 173
Leadership:	Total: 53	57 - 76	47 - 62
1 - 3 Discipline:	Total: 7	9 - 12	6 - 9
4 - 11 Sup/Sub Rel.:	Total: 24	24 - 32	20 - 28
12 - 19 Introspection:	Total: 22	24 - 32	18 - 25
Motivator:	Total: 24	33 - 44	15 - 32
20 - 26 Enthusiasm/Teamwork:	Total: 13	21 - 28	6 - 19
27 - 30 Professional Growth:	Total: 11	12 - 16	9 - 13
Communicator:	Total: 23	24 - 32	22 - 24
31 - 36 Written/Oral:	Total: 16	18 - 24	16 - 17
37 - 38 Listener:	Total: 7	6 - 8	6 - 8
Ethics/Attitudes:	Total: 46	60 - 80	33 - 60
39 - 46 Ethics/Values:	Total: 20	24 - 32	12 - 28
47 - 52 Positive Attitude:	Total: 11	18 - 24	8 - 16
53 - 58 Trust/Integrity:	Total: 15	18 - 24	12 - 16
Human Behavior:	Total: 14	39 - 52	2 - 24
59 - 67 Interpersonal:	Total: 12	27 - 36	2 - 21
68 - 71 Empathy:	Total: 2	12 - 16	0 - 3
II. Technical Skills.	Total: 20	27 - 36	19 - 21
72 - 76 Job Knowledge:	Total: 12	15 - 20	9 - 15
77 - 80 Training:	Total: 8	12 - 16	6 - 9
III. Administrative Skills.	Total: 16	42 - 56	4 - 24
81 - 85 Understanding the Org.:	Total: 6	15 - 20	2 - 9
86 - 94 Planning/Org/Control:	Total: 10	27 - 36	2 - 18
IV. Decision-making Skills.	Total: 29	48 - 64	20 - 48
95 - 105 Decision-making Process:	Total: 23	33 - 44	18 - 32
106 - 110 Implementation:	Total: 6	15 - 20	0 - 16

SUMMARY OF GROUP RESULTS

Group Survey Results

		Ideal Range	Survey Range	Survey Avg.
I. Human Relations.	Total:	213 - 284	132 - 276	214
Leadership:	Total:	57 - 76	47 - 73	60
1 - 3 Discipline:	Total:	9 - 12	6 - 12	10
4 - 11 Sup/Sub Rel.:	Total:	24 - 32	20 - 31	31
12 - 19 Introspection:	Total:	24 - 32	18 - 32	24
Motivator:	Total:	33 - 44	15 - 44	32
20 - 26 Enthusiasm/Teamwork:	Total:	21 - 28	6 - 28	20
27 - 30 Professional Growth:	Total:	12 - 16	8 - 16	12
Communicator:	Total:	24 - 32	21 - 32	26
31 - 36 Written/Oral:	Total:	18 - 24	15 - 24	19
37 - 38 Listener:	Total:	6 - 8	5 - 8	7
Ethics/Attitudes:	Total:	60 - 80	33 - 80	62
39 - 46 Ethics/Values:	Total:	24 - 32	12 - 32	25
47 - 52 Positive Attitude:	Total:	18 - 24	8 - 24	18
53 - 58 Trust/Integrity:	Total:	18 - 24	12 - 24	19
Human Behavior:	Total:	39 - 52	2 - 52	34
59 - 67 Interpersonal:	Total:	27 - 36	2 - 36	25
68 - 71 Empathy:	Total:	12 - 16	0 - 16	10
II. Technical Skills.	Total:	27 - 36	19 - 37	29
72 - 76 Job Knowledge:	Total:	15 - 20	9 - 20	16
77 - 80 Training:		12 - 16	6 - 16	12
III. Administrative Skills.	Total:	42 - 56	4 - 56	40
81 - 85 Understanding the Org.:	Total:	15 - 20	2 - 20	15
86 - 94 Planning/Org/Control:	Total:	27 - 36	2 - 36	25
IV. Decision-making Skills.	Total:	48 - 64	20 - 63	47
95 - 105 Decision-making Process:	Total:	33 - 44	18 - 43	32
106 - 110 Implementation:	Total:	15 - 20	0 - 20	15